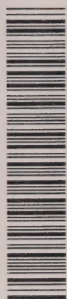


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Remembrance Day
Nov. 11

It is impossible for children to remember what they have not known and it is not easy for them to understand what is not within their experience. As a result, it is difficult for many pupils to comprehend the significance of Remembrance Day. For this reason, the classroom activities suggested in this document focus on broad concepts such as bravery, loyalty, sacrifice, dedication, and service, in addition to providing an opportunity to pay homage to the valiant men and women who served their country in war. It is suggested that children will better understand such concepts if they are encouraged to draw on their own experiences. Later, they will need help in relating these concepts to Remembrance Day.

These materials are sent to teachers in the elementary schools of Ontario to assist them in planning and implementing appropriate learning experiences for Remembrance Day. Included are a number of suggestions for classroom activities and for a Remembrance Day service as a culmination to them, as well as background information for the teacher (reference sheets). It is suggested that teachers retain the materials for use in future years. Teachers should also be alert to references that could be used to support appropriate learning experiences related to Remembrance Day, and ensure that, where possible, they are obtained and filed for future reference.

These materials have been developed to help children:

- 1 develop a greater understanding of the significance of Remembrance Day
- 2 appreciate the spirit of sacrifice and commitment demonstrated by men and women who lived before them
- 3 reflect on the past and look to the future with a sense of service and responsibility
- 4 begin to clarify their values and develop an understanding of independence and interdependence and loyalty.

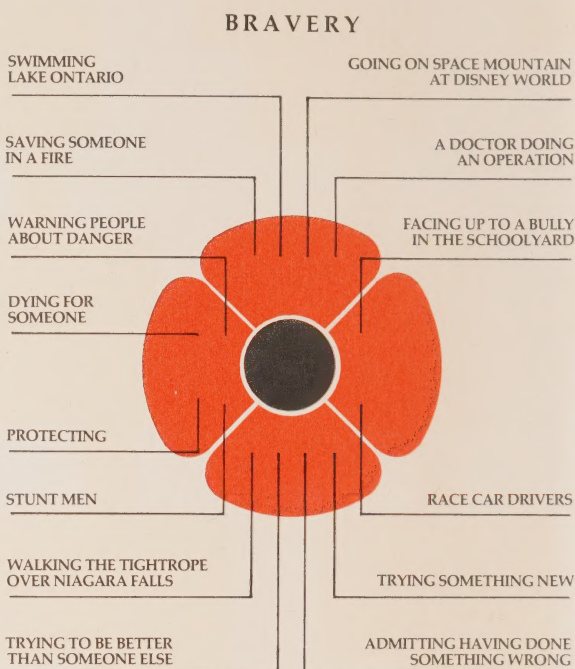
It should be noted that Remembrance Day is observed as a school holiday on November 11 if it does not fall on a Saturday or Sunday. However, local boards may designate another day as a school holiday in lieu of November 11 (Ontario Regulation 546/73). If this is the case, Remembrance Day programs should nevertheless be conducted on November 11.

Suggestions for Classroom Activities

A number of classroom activities are outlined below to indicate the wide variety of studies that may be developed related to Remembrance Day. While specific Divisions have been suggested as being most appropriate for several activities, teachers will of course adapt and extend these and other learning experiences to meet the needs, interests, and abilities of the children in their classrooms.

1 Investigations related to the concept of *bravery* can assist children (especially those in the Primary Division) to gain some understanding of the meaning of Remembrance Day.

a What does it mean to be brave? Tabulate the ideas suggested. The following are the words suggested after a moment's quiet thought in one class of children in Years Two and Three.



From the words suggested, act out a situation to demonstrate the idea of bravery. Develop an experience chart story.

b Who is the bravest person you know? Why do you think he or she is brave? Make something to honour that person. Make a mural that shows the many kinds of bravery.

c What is the bravest thing you have ever done? Depict it through art, a story, or a short play. What is the difference between being brave and being reckless?

d The teacher reads a story (e.g., "A Dog of the Battlefield," Reference Sheet #9) or a poem involving bravery. Enact the story through drama or puppetry.

e How do we honour brave people today? Regardless of which of the above activities are selected, children need to be helped to see the relationship of the learning experience to the meaning of Remembrance Day.

Remembrance Day

2 The same strategies as above could be adapted to help children (especially those in the Junior Division) gain a deeper understanding of the significance of Remembrance Day through investigations focusing on the broader concept of *courage*. Recognizing that children in the Junior Division have a wider base of experience on which to work and have more capabilities than the younger children in the Primary Division, the following activities may be considered once the children have some understanding of the concept of courage:

a Interview someone in your community you think is courageous and report to the class.

b Represent courage through a montage (tape-recording selections of music) or create a collage from photographs and articles in newspapers and magazines.

c Investigate the lives of people you think are courageous—for example, Madame Curie, Martin Luther King, Scott of Antarctica, Father Jean de Brébeuf, Catharine Parr Trail, Douglas Badar, Henry Hudson, Judge Emily Murphy, Norman Bethune, Tom Longboat, Florence Nightingale, Madeleine de Verchères.

3 The concept of *courage* may be explored (especially by children in the Intermediate Division) through group projects in which students study and investigate the careers of courageous people.

Students could use their information:

a to create a short play to show the rest of the class why they think this individual is courageous;

b to form the basis of a class discussion on courage;

c to make a mural showing a part of this person's life;

d to write an account of some aspect of courage in either prose or poetry.

4 The interest and involvement of children in activities related to Remembrance Day may be stimulated through such devices as the following:

a a discussion of the topic *What Remembrance Day Means to Me* by pupils may be taped for broadcast over the school's public address system.

b a noon-hour series of films (e.g., the NFB series, *Canada at War*) related to Remembrance Day may be offered.

5 Set up a "radio station" or "TV show" in the classroom and "produce" a *You Are There* show on the life of a VC winner such as Lieutenant-Colonel Merritt (see Reference Sheet #3), or a hero or heroine such as Edith Cavell (Reference Sheet #10), Billy Bishop, General Brock, Adam Dollard, Louis Riel, Laura Secord, or Tecumseh.

6 Many contemporary songs (see Reference Sheet #1) can be used to motivate learning activities related to such concepts as bravery and loyalty.

7 To recall the brave deeds of our soldiers, sailors, and airmen, and the acts of devotion of our nurses, doctors, and chaplains, it may be possible to have a local person speak to the pupils about personal experiences. Alternatively, teachers may wish to talk to the children about the service rendered by someone from the school area or make reference to a national hero.

8 Investigations related to the concept of *sacrifice* can assist students (especially those in the Intermediate Division) to gain a deeper understanding of the meaning of Remembrance Day.

a What does the word *sacrifice* mean to you? Tabulate the ideas suggested so that students may gain a deeper understanding of the meaning of the concept.

b The concept of sacrifice might be approached through poems, stories, or plays written by the students.

c The question "What do you think is worth risking your life for?" might be used to help students clarify their values.

9 A famous quotation can be used as a starting point for a discussion on concepts or themes related to Remembrance Day. For example:

"The only thing necessary for the success of evil is that good men should do nothing."

10 The local *cenotaph* can serve as a focus for many learning experiences related to Remembrance Day. A small group could visit the local cenotaph to gather data, make rubbings and photographs. Why is it placed where it is? What is it made of? What is written on the cenotaph? Whose names? Why are these names on it? What verse is used? Once data are brought back to class, the pupils could conduct further investigation. The history of the cenotaph could be studied through materials in the local resource centre or through interviews with people in the community as a means of experiencing something of the original commitment and emotion related to the creation of the cenotaph. Students could prepare a ceremony at the cenotaph, or build a cenotaph at the school. The ceremony could include laying a wreath, and involve veterans and other prominent people of the community.

A logical conclusion of these classroom activities is an observance of Remembrance. Since each service will be an out-growth of particular classroom activities, a suggested program of service is not proposed in this booklet. It is hoped, however, that teachers will find some of the following ideas useful as they work with children in planning and implementing an appropriate observance of Remembrance Day.

Some schools may wish to hold a short service of Remembrance for each classroom; others may plan a joint service for all the children of the school. In the latter case, it is suggested that a small committee of teachers be established early in October to work with children on planning and implementing a program that represents a culmination of the learning experiences related to Remembrance Day. Consideration could be given to such possible components of a

program as: (i) hymns or songs to be sung and/or played; (ii) prayers or poems to be read; (iii) Message from the Minister (Reference Sheet # 14); (iv) sentences of Remembrance (e.g., "Let us remember our Native People, the pioneers, the men and women and their families who first settled in the community of _____ and endured all the hardships which fall to those who lead the way for others to follow"); (v) sentences of thanksgiving (e.g., "Let us be thankful for the citizenship that is our privilege, remembering that it means equality for every race, colour, and creed of all those who are proud to call themselves Canadians."); (vi) sentences of dedication (e.g., "Remembering all those who have gone before, whose lives were devoted to the service of our country, and all the benefits and privileges that we enjoy in this great land, let us all pledge ourselves to be worthy of our high citizenship, to be ready at all times to defend it, and to live our lives in such a way as to keep our country great and free. May God help us and keep us in this intention. Amen.")

It is important that the program enable as many children as possible to participate. For example, representatives from each class could report on their classroom experiences related to Remembrance Day; some classes may consider this a suitable occasion to present awards (see Classroom Activity # 1).

In order to emphasize the sense of occasion, consideration should be given to the choice of locale. Some schools may choose to hold the observance in the schoolyard, the nearby park, or at the cenotaph (see Classroom Activity # 10). Others may wish to hold their service at a senior citizens' home, in the hall of a local church or synagogue, or at a nearby cultural centre. Some schools may wish to plan appropriate activities on a family-of-schools basis, with the ceremony held in a nearby secondary school; plans could include the involvement of the secondary school band, orchestra, and/or choir. Alternatively, several in-school sites may be considered: auditorium, gymnasium, cafeteria, pod, library-resource centre, or classroom. Regardless of the location chosen, it is suggested that the service be planned for the morning, preferably with the program built around the 11th hour.

Consideration might also be given to having the children invite their parents, neighbours, and prominent members of the community to join with them in the service. Where possible, veterans and those involved in prior learning activities (e.g., see Classroom Activity # 2) should be invited to participate. The involvement of the community will be an added incentive for the children to display the results of their learning experiences in the corridors and/or classrooms.

Teachers are invited to evaluate these materials and to submit original teaching ideas they have found useful in their own classes for possible inclusion in future publications to:

The Director
Curriculum Branch
Mowat Block, Queen's Park
Toronto M7A 1L2



Ministry
of
Education

Hon. Thomas L. Wells
Minister of Education

SONGS

The following are listed as examples of contemporary songs that might be used to motivate learning experiences related to Remembrance Day:

Neil Diamond	"Be" (from <i>Jonathan Livingstone Seagull</i>) "I Am, I Said" (from <i>Stones</i>)
Simon & Garfunkel	"Bridge over Troubled Waters"
Gilles Vigneault	"Mon Pays"
Bob Dylan	"Last Night I Had the Strangest Dream" "Blowing in the Wind"
Folk Song (anon.)	"Un Canadien errant"
Buffy Sainte-Marie	"The Universal Soldier"
Joni Mitchell (Judy Collins)	"Both Sides Now"
M. Leigh & J. Darion	"The Impossible Dream" (from <i>Man of La Mancha</i>)
P. Seeger	"Turn! Turn! Turn!" (To Everything There Is a Season)"
B. Bacharach H. David	"What the World Needs Now Is Love"
P. Seeger	"Where Have All the Flowers Gone?"
G. Lightfoot	"The Patriot's Dream"
S. Miller & J. Jackson	"Let There Be Peace on Earth"

POETRY

The following are examples of poems that teachers might find useful in helping students gain a better appreciation of the meaning of Remembrance Day:

<i>Langston Hughes</i>	"War"
<i>Dylan Thomas</i>	"And Death Shall Have No Dominion"
<i>A. E. Housman</i>	"To an Athlete, Dying Young"
<i>Floris Clark McLaren</i>	"For an Old Man"
<i>John McCrae</i>	"In Flanders Fields"
<i>Thomas Hardy</i>	"The Man He Killed"
<i>Wilfred Owens</i>	"Anthem for Doomed Youth" "Arms and the Boy"
<i>Laurence Binyon</i>	"For the Fallen"
<i>Phyllis McGinley</i>	"The Conquerors"
<i>Robert Frost</i>	"Range Finding"
<i>John Masefield</i>	"Music 1939-40"
<i>William Butler Yeats</i>	"An Irish Airman Foresees His Death"
<i>E. J. Pratt</i>	"The Dying Eagle"
<i>Mona Gould</i>	"My Brother"
<i>Siegfried Sassoon</i>	"Suicide in the Trenches"
<i>Dick Diespecker</i>	"Prayer for Victory"
<i>Rupert Brooke</i>	"The Dead"

A CANADIAN VICTORIA CROSS WINNER

Reference Sheet

3

The bridge was about two hundred yards long. On the morning of August 19th, 1942, its cement surface was pocked with craters, and bullets were raising clouds of white dust. There was no other way across the wild white water of that river above Dieppe and Canadians in the South Saskatchewan Regiment had to cross it in order to silence the enemy guns in the high cement fort on the other side.

One group of Canadians after another tried to rush the bridge. Their bodies still lay where they had fallen.

Up the road through the clusters of khaki-clad figures strode a bare-headed man swinging his tin helmet from his wrist. As he approached the bridge, he called, "We're going to get across, follow me." Then, waving his helmet aloft, he led a party of men across the bullet-sprayed arch of cement. Once the first men were safely across, he returned to the opposite shore and led three more groups through the devastating fusillade that raked the bridge, always waving his helmet aloft and calling encouragement to the men who followed him.

The bare-headed man was Lieutenant-Colonel Charles Cecil Merritt, Commanding Officer of the South Saskatchewan Regiment. A native of Vancouver, he was a lawyer in civil life. When he was nine years old, his father was killed in the battle of Ypres in the First World War, and he must have heard many times of his father's bravery in battle. Possibly, when he led the charge across the bridge, he was reliving the dreams of his boyhood.

Boyhood dreams, however, would never include the tragedy of the Canadian engagement at Dieppe. Originally intended as a full-scale invasion of the German-occupied continent (it was two years before the actual invasion of occupied France), the raid was finally scaled down until it included only five thousand Canadian and one thousand British troops. They were to capture the French channel port of Dieppe and an adjacent airfield, which might have been used as a beachhead for subsequent operations. When the Canadians landed in the grey dawn of August 19th, they were met by a solid wall of artillery that raked the beaches with deadly fire. Nevertheless, the fighting continued against enormous odds throughout the day. Some Canadians actually got into the town before being driven back; others advanced to a point above Dieppe on one flank. As the long, hot summer day drew to a close, however, the Canadians were forced to withdraw to the landing craft that had come into the shallow water on the beach to take them back to the battleships standing out in the Channel.



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THE FLANDERS POPPY

Reference Sheet

4

How does it happen that the poppy, a flower usually associated with sleep and forgetfulness, has become the symbol of remembrance?

Any veteran of the trench warfare of 1914-18 will recall the coming of spring on the battlefields of France and Flanders. As the sun warmed the earth, and the plants and seeds responded, every waste place and grain field was suddenly red with beauty. This was the bloom of the common corn poppy, a wild cousin of our many-coloured shirley poppy, which grows in flower beds across Canada. The scarlet carpet reminded the soldiers of the warm young blood their comrades had shed on those very fields and meadows, and must have seemed like a natural tribute to the dead.

Inevitably, a poet, John McCrae, used the corn poppy in his rondeau "In Flanders Fields", which was printed in *Punch*, the English magazine, on December 8th, 1915. The poem and the poppy were soon known and appreciated all over the English-speaking world, and before long the scarlet blossom had become the emblem of the dead, and Poppy Day an annual occasion.

In Britain, the first poppies sold were made by women and children from the wartorn areas of France where real poppies bloomed. Then the American Legion adopted the flower as its remembrance symbol. The Canadian Legion took up the idea in 1921, and the yearly distribution of poppies on November 11th is now a feature of our Remembrance ceremonies.

Disabled war veterans make the poppies for Canada, and, through this light industry, the Canadian Legion is able to give help and encouragement to many men and women who might otherwise be unemployed, and offer comfort and support to the dependents of such veterans.

Thus, although the poppy is an emblem of death and remembrance, it is even more a symbol of life today, and of bright hope for the future. We should wear it with pride at this time of the year, to honour our heroic dead, and to emphasize Canada's devotion to peace and goodwill in the world.

THE NATIONAL WAR MEMORIAL

Reference Sheet

5

The National War Memorial is a monument which represents dignity, pride, courage, friendship, and devotion to duty. Above the big stone archway of the memorial stand two carved figures representing Peace and Freedom. By day, the figures appear triumphant and free against a background of open sky, but, at night, in the pale shafts of light from the lamps below, they look remote and aloof and seem to suggest that Peace and Freedom are not to be taken for granted. Man has to aspire to these worthy gifts.

Dominating the monument is the colossal sculptured group of twenty-five soldier figures that forms the central portion of the memorial. Here, rugged, virile forms illustrate the gallant story of the *Great Response* which came from valiant young Canadians. Raised on a pedestal, the group of soldiers appear to be passing through an archway as if going forward to victory. The expressions on the faces and the grouping of the soldiers suggest a unity of purpose and a feeling of close comradeship.



THE SERVICE OF REMEMBRANCE AT THE NATIONAL WAR MEMORIAL

Reference Sheet

6

On November the eleventh, people all over the world attend services of Remembrance in churches, in schools, in places of work, or at the sites of war memorials.

In Ottawa, a solemn ceremony is held at the National War Memorial in Confederation Square to pay homage to those who gave their lives for their country. Through radio and television, Canadians from sea to sea join in this impressive service.

During the morning, the veterans and representatives of the armed forces parade to positions around the base of the cenotaph. Massed bands play and choirs sing hymns of praise and thanksgiving. When the large clock in the Peace Tower strikes eleven, it is a signal for the bugler to play *The Last Post*, and for the standard-bearers to dip their Colours to the sound of the measured notes.

Heralded by the signal gun, the two-minute silence is observed. The close of this most solemn part of the ceremony is marked by the bugle call *Reveille*. Then the Colours are raised, the bands play, and the wreaths are placed.

Each year, a wreath is placed on the National War Memorial in Ottawa by a woman who has been chosen to represent all mothers who have mourned for sons and daughters who died in the struggle to bring peace to our country.

All hearts are filled with pride as people watch the mother walk reverently toward the cenotaph, lay the wreath, and return slowly to her position. During this moving moment, each observer resolves to perform his duty of upholding peace for his country.

THE TWO-MINUTE SILENCE

Perhaps one of the most moving and significant experiences of any Remembrance Day Service is the time when we pause, bow our heads, and remember those who made the supreme sacrifice in their fight against tyranny and oppression in order to safeguard the freedom and dignity of man. During these brief two minutes, be it at a service, in a school, in a church, in a factory, in an office, or at a cenotaph, we pay homage to the courage and devotion of the brave men and women who gave their lives in the service of others.

During this moment of reflection, the busy world is quiet, the noise of the traffic diminishes, the pace of the busy city slackens, and the voices of civilized men are still.

This short period of silence resulted from a recommendation made after World War I by a South African statesman, Sir James Fitzpatrick. He is possibly better known to readers as the author of the adventure book *Jock of the Bushveld*. As a young man, Sir James spent some years in the exciting, adventurous, and pioneer atmosphere of the gold-mining Witwatersrand. His later life was spent in the quieter setting of his South African farm. A great lover of the wide open countryside, he spent a great deal of his time on the vast, stretching plains of his native land. The natural silence, away from the world of man, was conducive to thought and reflection. Here the past again lived in the present and here he was inspired to make the plea that one of the finest tributes one could pay to the memory of one's comrades was to stand in silence and give one's thoughts to those who had lost their lives so that the free world might be a better place in which to live.

THE PEACE TOWER

Reference Sheet

8

The Memorial Chamber in the Peace Tower of the Parliament Buildings in Ottawa is another national memorial dedicated to the Canadians who gave their lives in the two world wars.

Inscribed on the carved marble wall panels are records for visitors to *Read how free men throughout this land kept faith in the hour of trial, and in the day of battle, remembering the traditions they had been taught, counting life nothing without liberty.*

In the Chamber are the four beautiful Books of Remembrance which contain the names of Canadians who died in the service of their country.

Above the Chamber is the carillon that is heard on all great national occasions. It consists of fifty-three bells that range in weight from ten pounds to more than two tons. The carillon has been described as one of the finest in the world – not only because of craftsmanship but because of its excellent location in the very tall tower.

THE TUNNELLERS' FRIENDS

Reference Sheet

9

Over the inner entrance to the Memorial Chamber in the Peace Tower is a memorial that honours the contribution of *The Tunnellers' Friends, the Humble Beasts That Served and Died*. Medallions of the pack mule, the horse, the carrier pigeons, the field mice, and the canaries are carved in the stone of the tympanum.

The following points may be used either to prepare a short talk or to guide pupils in locating additional information.

1. Horses and pack mules carried supplies and pulled guns and loads of ammunition.
2. Many faithful horses assisted their wounded riders by returning them to their army depots.
3. Dogs pulled carts with supplies for the soldiers. Supplies of food and ammunition were guarded by dogs. Sometimes they located wounded soldiers, carried first-aid supplies and food, and guided rescuers to them. When communication lines were broken, some dogs carried messages placed in special containers attached to their collars. Dogs, by their barking, gave the alarm at the approach of the enemy. During dark nights they led soldiers to safety.
4. There were hospitals with veterinarians to care for wounded animals.
5. Pigeons carried messages when there was no radio and when telephone communications were few or had failed. The messages were written in code and put in tiny aluminum tubes fastened to the legs of the birds.
6. Many horses, mules, dogs, and pigeons were sent from North America to the battlefields of Europe.
7. Reindeer provided transportation in the barren, cold areas of the north.
8. By their sensitive reactions, mice and canaries warned men of the presence of poison gas in trenches and tunnels on the battlefield.

A TRIBUTE TO THOSE WHO SERVED

Reference Sheet

10

To recall the brave deeds of our soldiers, sailors, and airmen, and the acts of devotion of our nurses, doctors, and chaplains, it may be possible to have a local person speak to the pupils about some of his personal experiences. Teachers may wish to talk to the children about the service rendered by someone from the school area or make reference to a national hero.

The following points are provided to help in the preparation of a short talk about Nurse Edith Cavell and her noble work during World War I.

1. Her home was near London, England. Her father was the minister of a church.
2. She spent some of her early years at school in Brussels, Belgium.
3. She was always interested in looking after sick people, and so entered London Hospital where she trained to be a nurse. Later she taught nursing.
4. When she was thirty-four years of age, she was invited to be the superintendent of a new hospital in Belgium for the training of nurses.
5. After eight years of hospital work she returned to England to visit her mother. When she heard about the possibility of war, she returned immediately to the hospital and opened it for all sick and wounded soldiers. She worked long hours every day not only helping the sick soldiers but also assisting them after they left the hospital.
6. On the night before she died, she said, "Patriotism is not enough. I must have no hatred or bitterness towards anyone." These words are inscribed on the monument that was erected in her honour near Trafalgar Square, London, England.
7. People have described Edith Cavell as "that brave nurse who gave her life for her country".

THE STORY OF "CHER AMI"

Reference Sheet

11

Cher Ami, or Dear Friend, a small, blue-grey and white pigeon, was just one of thousands of pigeons that carried messages over the battlefields of Europe during the First World War. This little bird, however, became a great hero because it saved the lives of many, many soldiers. During a time of great fighting, a large group of soldiers were cut off from the rest of the company. The soldiers, known as the "Lost Battalion", were soon surrounded by the enemy. Some were wounded and food was short. Furthermore, they were lost in the thick woods of the Argonne Forest in France and their friends did not know where to find them. One of the soldiers had a little pigeon which had been trained to carry messages. The pigeon was Cher Ami. With great faith and trust, the soldier wrote a message on a small piece of paper and tied it to the little pigeon's leg. The bird—the soldiers' last hope—flew high above the tree tops. But the enemy saw the pigeon and tried to shoot it. One bullet grazed its tiny wing, another burst so close to the pigeon's breast that it scorched its feathers. Cher Ami, however, got home safely and soon help was on the way to the starving and ambushed men.

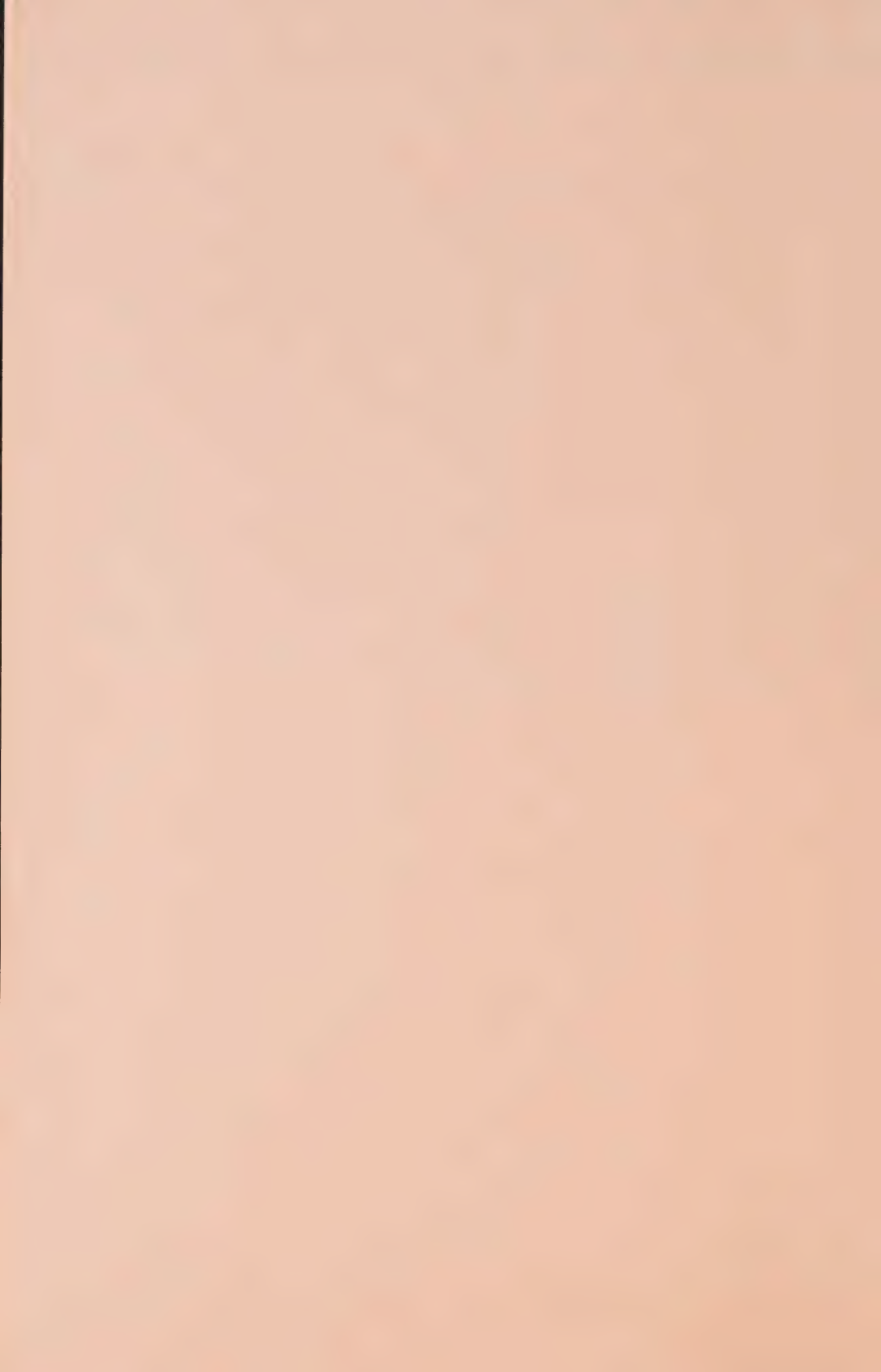
Cher Ami became famous and was treated like a hero. Pictures were taken and stories were written about its brave flight. The story, too, has a happy ending because Cher Ami later retired to a comfortable pigeon home where there was plenty of company, lots of food, and peaceful countryside.

A DOG OF THE BATTLEFIELD

Reference Sheet

12

This is the story of a brave dog whose name is not often remembered but who probably saved many soldiers' lives. One night on the battlefield near the city of Rheims in France, a soldier lay weak and wounded. It was dark and the hours ahead would be cold and dreary. The soldier was tired and lonely and wondered when his fellow soldiers would find him. Suddenly he saw a pair of eyes looking down on him. At first the tired man thought it was a wolf but he soon realized it was a dog who had come to help him. The soldier was so weak that he fainted but the dog did not run away. Instead he tugged and tugged at the soldier's glove and soon he had it free. Glove in mouth, the dog crept and crawled across the battlefield to the field hospital. When the wounded man opened his eyes, he found that he was no longer alone, lying in the wet mud. Instead, he was on a stretcher with a warm blanket over him, being carried by friendly hands to the hospital. Alongside the stretcher, with tail wagging, trotted the faithful dog.



THE VICTORIA CROSS

Reference Sheet

13

"In the past century thirteen hundred and forty-four men won the Victoria Cross—three of them more than once. They were men of all ranks and they came from all walks of life. They were of different colours and creeds. They fought in many lands and with many different weapons. But their stories are linked by a golden thread of extraordinary courage. Each one of them gave the best that a man can give, and all too many of them gave their lives. Some, careless of danger, stood firm in battle to hold or secure a position. Some, with sublime self-sacrifice, gave their lives to help wounded comrades. Many of them exposed themselves time after time to death in conditions of battle beyond the imagination of our forefathers. All met with honour those demands of war which urge the valiant spirit to the limits of human endeavour and endurance. They dared mightily, and 'turned their necessity to glorious gain'."

From an address by Queen Elizabeth II on the occasion of the Review of the Holders of the Victoria Cross, Hyde Park, London, England, June 26, 1956.

The Victoria Cross, the highest award for valour in the British Commonwealth, is a simple bronze cross with a deep red ribbon.

The inscription "For Valour" was chosen by Queen Victoria after she had rejected others that might have seemed more eloquent. The Queen wanted to avoid any implication that winners of the Victoria Cross were the *only* brave people in her far-flung empire. Thus, the Victoria Cross, by its very simplicity, recognizes the existence of many kinds of courage.

At the suggestion of her husband, Prince Albert, Queen Victoria established this supreme award for bravery at the time of the Crimean War. At the time, both were deeply touched by the incredible courage of her troops in the famous "Charge of the Light Brigade" and other engagements in the same war. Prince Albert probably expressed the spirit of the Victoria Cross when he told Queen Victoria: "History does not happen, although so many children are taught to believe that it does. Men make it happen. And it is not just generals or sovereigns who have had a hand in it."

The first Victoria Crosses were awarded at an investiture in June 1857, when sixty-two heroes of the Crimean War received decorations from the Queen. One of them, Lieutenant Alexander Dunn of Perth, Ontario, was the first Canadian to receive the Victoria Cross; he had ridden in the "Charge of the Light Brigade." Since that investiture over a century ago, ninety-two other Canadians have won the Victoria Cross for bravery in battle. It is the proudest decoration that any Canadian can win, a tangible recognition of the many kinds of courage that help maintain the security and dignity that are such important components of a free society.

A Message to Students from the Minister of Education, the Honourable Thomas L. Wells

Dear Students:

Today we pause to remember the valiant men and women who served our country in war. We pay homage to the courage and devotion of those who gave their lives so that we might enjoy the freedom we have in Canada—freedom from oppression and tyranny, freedom to work, to love, to speak, to preach, to write, to vote—each freedom worthy of our thanksgiving.

Remembrance Day. This is a day for reflection and for thanksgiving. It is a day set aside for thinking of those who made the supreme sacrifice for our country. One of the most moving acts is the two minutes of silence, when, wherever we may be, we bow our heads and remember those who gave up their lives in order to safeguard our great freedoms. It is a day that has been cherished through the years and has passed from one generation to another.

Each year a wreath is placed on the National War Memorial in Ottawa by a woman who has been chosen to represent all mothers who mourn for sons and daughters who died in the struggle for peace. During these moving moments all hearts are filled with pride thinking of the many Canadian men and women who resisted aggression by going where patriotic duty called so that we might enjoy this great land of ours and continue to maintain our precious freedom.

It is important for us to pay tribute to all those men and women who served—and are serving—on so many frontiers: they brought with them the living spirit of peace and a strong belief in the democratic processes for which they fought and which we must preserve.

Let us be thankful for the privilege of our citizenship, remembering that it grants equality to all those men and women—regardless of race, colour, and creed—who are proud to be called Canadians.

Let us, both young and old, live our lives in such a way as to keep our country great and free. Let us give thanks for the many blessings and opportunities we enjoy and rededicate ourselves to pursuing those ideals that lead to peace, understanding, mutual trust, equal opportunity, and shared responsibilities.

Cordially,



Thomas L. Wells
Minister

SOMEONE YOU KNOW?

Reference Sheet

15

*Ready to serve, with admirable nerve
they joined our country's forces.
Amid turmoil, to country, loyal,
became objects; war resources.*

*Leaving chums and kin with gallant grin,
knowing they mightn't return,
Became various groups, referred to as troops,
with attitudes not needing concern.*

*Uniformed and at attention, there was small mention
of secret worries and pride.
With faultless bravery, like loyal slavery,
their prestige could not be denied.*

*They took their stand in a foreign land,
with unfamiliar things around.
Even with fighting, and lonesomeness biting,
they bravely stood their ground.*

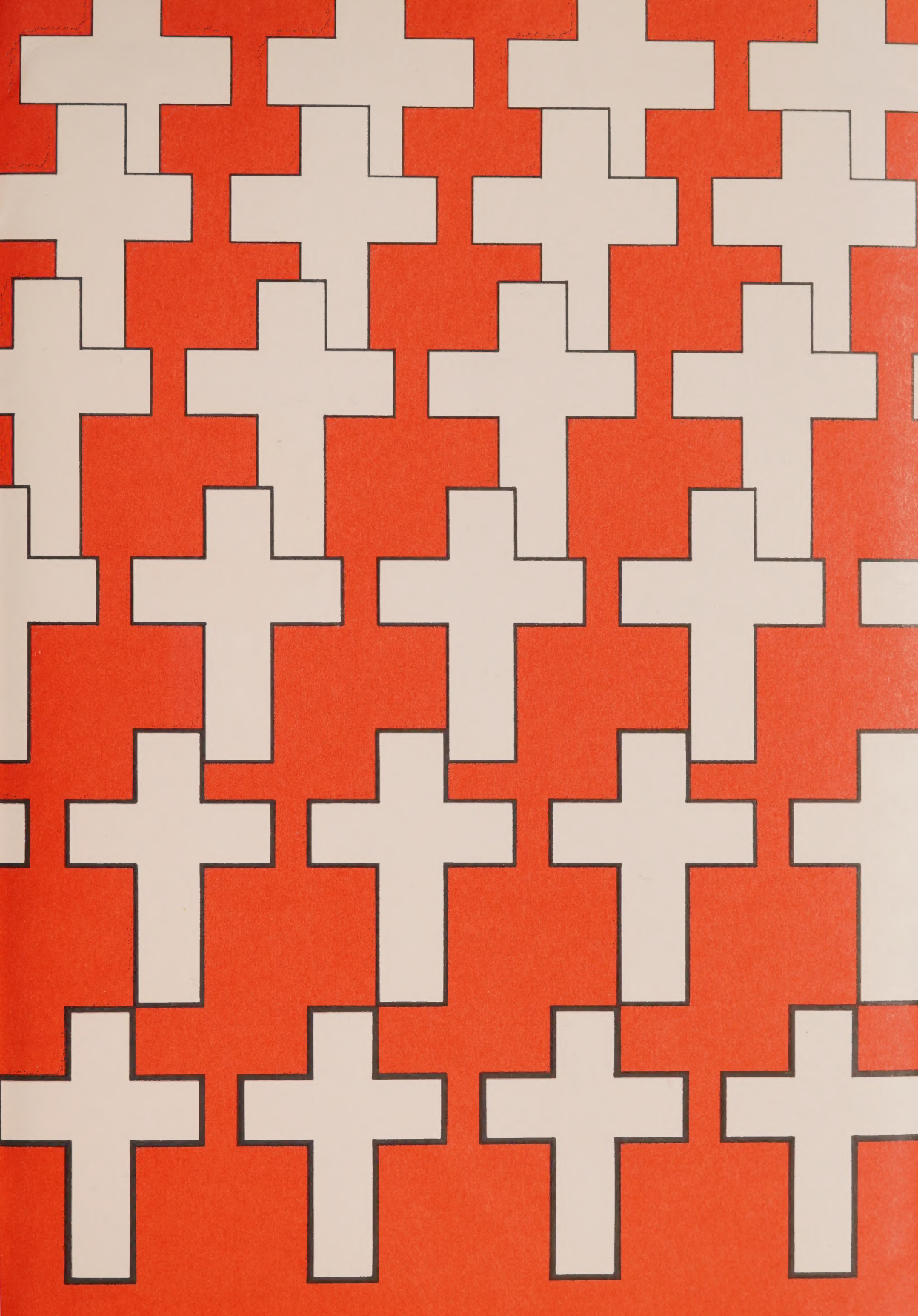
*Letters being fingered, while homey thoughts lingered
of family, friends and freedom to roam.
Hopes of the war's end and wounds to mend,
so they could go back home.*

*The breaking of dawn, like light upon
the souls of dying men,
With faces turned down, towards the ground,
such light won't greet them again.*

*Their bodies, shaken, soon to be taken
to a place with proper graves.
Minds, not to know, themselves as heroes,
whose sacrifices were bravest of braves.*

*These things keep in mind that we'll not find
their fighting was in vain.
If we don't remember the eleventh of November,
there may be a war again.*

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